

APPENDIX C
Institutional Questionnaire
For Use in Preparing the Institutional Report

Office of Postsecondary Education
U.S. Department of Education

Annual Institutional Questionnaire on Teacher Preparation: Academic year: 2003-2004

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Section 207 of Title II of the Higher Education Act mandates that the Department of Education collect data on state assessments, other requirements, and standards for teacher certification and licensure, as well as data on the performance of teacher preparation programs. The law requires the Secretary to use these data in submitting an annual report on the quality of teacher preparation to the Congress. The first Secretarial report is due April 7, 2002. Annual state reports to the Secretary are first due on October 7, 2001. Data from institutions with teacher preparation programs are due to states annually, beginning April 7, 2001, for use by states in preparing annual report cards to the Secretary.

Paperwork Burden Statement

This is a required data collection. Response is not voluntary. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1840-0744 (expiration date: 6/30/2006). The time required for institutions to complete this information collection is estimated to average 66 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, DC 20202-4651. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Assistant Secretary, Office of Postsecondary Education, U.S. Department of Education, 1990 K Street, NW, Room 6081, Washington, DC 20006.

Note: The procedures for developing the information required for these tables are explained in the National Center for Education Statistics document entitled *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation: Title II, Higher Education Act*. Terms and phrases in this questionnaire are defined in the glossary, appendix B of the guide.

Section I. Pass rates.

Please provide the information in the attached Institutional Report Tables C1 and C2 on the performance of completers of the teacher preparation program in your institution on teacher certification/licensure assessments used by your state. This information will be provided to your institution by the state or the testing company.

Table C1: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2003-2004

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,...)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i> <i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

**Table C1a: Single-Assessment Institution-Level Pass-rate Data: Regular Teacher Preparation Program,
2000-2001 Third Year Cohort Update**

Institution Name:					
Academic year:					
Number of program completers:					
Type of Assessment †	Assessment Code Number	# taking assess.	# passing assess.	Institut. pass rate	Statewide pass rate
<i>Basic Skills</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Professional Knowledge</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Academic Content Areas (math, English, biology etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Other Content Areas (elementary education, career/technical education, health education, etc.)</i>					
Assessment 1					
Assessment 2					
Assessment 3					
.....					
<i>Teaching Special Populations (special education, ESL etc.)</i>					
Assessment 1					
Assessment 2					
.....					
<i>Performance Assessments</i>					

† See appendix E for a list of teacher assessments by skill and knowledge categories

Table C2a: Aggregate And Summary Institution-Level Pass-rate Data: Regular Teacher Preparation Program, 2000-2001 Cohort Update

Institution Name:				
Academic year:				
Total number of program completers:				
Type of Assessment †	# taking assess	# passing assess	Institut. pass rate	Statewide pass rate
<i>Aggregate: Basic Skills*</i>				
<i>Aggregate: Professional Knowledge*</i>				
<i>Aggregate: Academic Content Areas (math, English, biology etc.)*</i>				
<i>Aggregate: Other Content Areas (elementary education, career/technical education, health education, etc.)*</i>				
<i>Aggregate: Teaching Special Populations (special education, ESL,..)*</i>				
<i>Performance Assessments*</i>				
<i>Summary of Individual Assessments**</i>				
<i>*Aggregate pass rate – Numerator: Number who passed all the tests they took in a category (and within their area of specialization). Denominator: Number of completers who took one or more test in a category (and within their area of specialization).</i> <i>**Summary pass rate – Numerator: Number who passed all the tests they took within their area of specialization. Denominator: Number of completers who took one or more tests used by the state (and within their area of specialization).</i>				

† See appendix E for a list of teacher assessments by skill and knowledge categories

Program completers for whom information should be provided are those completing program requirements in the most recent academic year. Thus, for institutional reports due to the state by April 7, 2005, the relevant information is for those completing program requirements in academic year 2003-2004. For purposes of this report, program completers do not include those who have completed an alternative route to certification or licensure as defined by the state.

The assessments to be included are the ones taken by these completers up to 5 years before their completion of program requirements, or up to 3 years afterward. (Please note that in 3 years institutions will report final pass rates that include an update on this cohort of completers; the update will reflect scores reported after the test closure date.) See guide pages 10 and 11.

In cases where a program completer has taken a given assessment more than once, the highest score on that test must be used. There must be at least 10 program completers taking the same assessment in an academic year for data on that assessment to be reported; for aggregate or summary data, there must also be at least 10 program completers (although not necessarily taking the same assessment) for data to be reported.

Section II. Program information.

(A) Number of students in the regular teacher preparation program at your institution:

Please specify the number of students in your teacher preparation program during academic year 2003-2004, including all areas of specialization.

1. Total number of students enrolled during 2003-2004: 411

(B) Information about supervised student teaching:

2. How many students (in the regular program and any alternative route programs) were in programs of supervised student teaching during academic year 2003-2004? 71

3. Please provide the numbers of supervising faculty who were:

14 Appointed full-time faculty in professional education: an individual who works full time in a school, college, or department of education, and spends at least part of the time in supervision of teacher preparation students.

4 Appointed part-time faculty in professional education and full-time in the institution: any full time faculty member in the institution who also may be supervising or teaching in the teacher preparation program.

10 Appointed part-time faculty in professional education, not otherwise employed by the institution: may be part time university faculty or pre-K-12 teachers who supervise prospective teachers. The numbers do not include K-12 teachers who simply receive a stipend for supervising student teachers. Rather, this third category is intended to reflect the growing trend among

institutions of higher education to appoint K-12 teachers as clinical faculty, with the rights and responsibilities of the institution's regular faculty.

Supervising faculty for purposes of this data collection includes all persons who the institution regards as having faculty status and who were assigned by the teacher preparation program to provide supervision and evaluation of student teaching, with an administrative link or relationship to the teacher preparation program.

Total number of supervising faculty for the teacher preparation program during 2003-2004:
14

4. The student/faculty ratio was (divide the total given in B2. by the number given in B3.): 5.07

5. The average number of hours per week required of student participation in supervised student teaching in these programs was: Elem 31/Sec 40 hours. The total number of weeks of supervised student teaching required is Elem 28.4/Sec 22. The total number of hours required is 880 hours.

(C) Information about state approval or accreditation of teacher preparation programs:

6. Is your teacher preparation program currently approved or accredited by the state?
X Yes No

7. Is your teacher preparation program currently under a designation as "low-performing" by the state (as per section 208 (a) of the HEA of 1998)? Yes X No

NOTE: See appendix A of the guide for the legislative language referring to "low-performing" programs.

Section III. Contextual information (optional).

Please use this space to provide any additional information that describes your teacher preparation program(s). You may also attach information to this questionnaire.

Lewis-Clark State College
Teacher Education Program
May, 2003

Overall program goal:

"To prepare caring professionals who teach for understanding in communities of learning."

1-a. What are your institution's requirements for admission to teacher education?

Coursework

Candidates must have completed or be in the final semester of completing all required core course work with grades of "C-" or better in each course. No grade lower than a "B-" will be accepted in any professional education course.

Scholarship

Candidates must have a cumulative grade point average of 2.75 or higher on a 4 point scale. In addition, for secondary teacher education candidates, a minimum grade point average of 3.0 in their major teaching field is required. Post-baccalaureate candidates who earned their last degree three or more years prior to submission of a request for admission to the Secondary Teacher Education Program must meet with a faculty member from the content field in which the candidate desires to be certified to teach. The faculty member assesses the candidate's competence and currency in the teaching field and may recommend that the candidate complete one or more upper division courses in the content area.

Teacher Education Basic Skills Exam

Candidates who do not already have a baccalaureate degree must have passing scores on the COMPASS Exam in 1) reading comprehension, 2) the ability to identify and correct writing errors, and 3) knowledge and skills in mathematical computation.

Professional Experience

Elementary candidates must have experience working with children. Students are asked to compose a reflective essay about their experience.

Professional References

Candidates must obtain three confidential references related to communication skills, personal character, and academic competence.

Interview and Essay

Each candidate is interviewed by a panel of professionals; the panel includes school administrators, classroom teachers, and teacher education faculty. As part of the interview, candidates write an extemporaneous essay. The object of the interview /essay process is to detect any communication difficulties, to determine the candidate's capacity for reflective thinking, and to assess the candidate's motivation to complete the teacher education program and to enter the teaching profession.

Detractors

Candidates can lose points for patterns of course incompletes or withdrawals on transcripts; paracompetencies; or moral turpitude.

1-b. What is your process for admission to teacher education?

Students initiate the application process by accessing a web application at <http://edudiv.lcsc.edu/application.htm>, providing the information requested, and turning in a signed statement of release.

The Education Division office staff checks that the applications are complete; verifies the data in applications; and assigns numerical weights for scholarship and references. The Director of Field Experience then contacts applicants to schedule interviews and essays. The interview panel of professionals gives numerical weights for the essay and the interview, then makes a recommendation for admission.

After the interview, the elementary or secondary committee reviews application files for professional experience, incompletes, withdrawals, paracompetencies, and moral turpitude. The committees use a list of all applicants and the numerical ranking to make final admission decisions. Applicants are notified in writing of results.

2-a. What are your institution requirements for continuation in teacher education?

In order to be admitted to the internship (Phase III), candidates must:

- be fully admitted to the Teacher Education Program.
- have successfully completed all Phase II course work with grades of “B-“ or higher in all Education Division courses (ED, RE, SE, PSYC).
- have positive evaluations from all field-based experiences.
- have interviewed with an on-site teacher educator who has agreed to work with them. After three unsuccessful placement attempts, candidates meet with the Instructional Team to discuss the nature of the difficulty and whether or not they should continue in the Teacher Education.
- have qualifying scores on the Praxis II exams for all teaching areas.

2-b. What are your requirements for exiting (completing) a teacher education program?

Currently, in order to be recommended for teacher certification, candidates must:

- successfully complete the year-long internship
- pass the Idaho Comprehensive Literacy Exam
- pass the Idaho Technology Performance Assessment
- submit a performance portfolio with evidence of competence in LCSC’s seven professional standards
- pass an exit interview

Idaho Comprehensive Literacy Assessment (ICLA)

To be recommended for certification, all teacher education candidates whose teaching responsibilities will include elementary education, special education, and/or reading must pass the Idaho Comprehensive Literacy Assessment. The ICLA consists of three areas: phonemic awareness/phonics, comprehension, and assessment.

Idaho Technology Performance Assessment (ITPA)

To be recommended for certification, all teacher education candidates must pass the Idaho Technology Performance Assessment (ITPA) as a part of their credential program. The ITPA assesses both basic technology skills and understanding of how to integrate technology into teaching and learning. Students take the ITPA after they have been admitted to the teacher education program and before they complete their internship year. The ITPA consists of six tasks, each of which takes from 30 to 60 minutes to complete. The six tasks provide evidence of skill and the ability to integrate in the areas of computer operations, word processing, spreadsheet/database, graphics, electronic presentations, and e-mail/web.

Portfolio Requirements

The portfolio is a form of performance assessment that requires teacher candidates to demonstrate they have the knowledge, skills, and dispositions needed to be effective classroom teachers. Development of the portfolio is a year-long endeavor. One third of the portfolio is completed by the end of the first semester of Internship. In this portfolio teacher candidates collect and display evidence that they are able to meet the set of seven standards required for completion of the Lewis-Clark State College Teacher Education Program. The seven standards are titled:

- Dedicated Professional
- Knowledgeable Professional
- Content Specialist
- Educational Designer
- Educational Facilitator
- Educational Evaluator
- Reflective Professional

The portfolio is assessed by two reviewers: the candidate's faculty mentor and one other education faculty member. If there is disagreement concerning the quality of the portfolio, a third reviewer is consulted. Revisions are made until two of the reviewers find the portfolio acceptable.

Exit Interview Process

A formal exit interview is required of all interns at the completion of their program. Teams consisting of an LCSC Education Division faculty member, the intern's faculty supervisor, and an on-site teacher educator will participate in these exit interviews. The college faculty mentor/supervisor is the chair of the exit interview team. Approximately four weeks before the end of the internship experience, if both the college supervisor and on-site teacher educator agree that the intern is demonstrating the competencies expected for certification, the exit interview process proceeds in the following manner:

- The intern submits a completed portfolio to the college mentor/supervisor.
- When the portfolio has been accepted according to the procedures outlined previously, the Director of the Field Experience selects the additional faculty member for the interview team.
- Exit interview questions relate to the internship experience, the content of the portfolio, general questions about theorists and methods, and typical job interview questions.
- The interview team may vote to pass or fail the intern, or they may choose to extend the internship and reschedule the interview. The team's decision to fail the intern may be appealed first to the Division chair and second to the entire Division at a regularly scheduled meeting.

3. What are the general education requirements for (all) teacher education students?

The General Education Core curriculum provides teacher candidates with opportunities to gain knowledge and skills through study of the arts, communication, history, literature, mathematics, philosophy, sciences, and the social sciences. The General Education Core at LCSC consists of three components:

Skills Component - 13 to 15 credits

English Composition (ENGL 101)

English Composition (ENGL 102)

Public Speaking (COMM 204)

Math (4-6 credits)

Selected courses in most majors have been designated as Writing Intensive to indicate that writing is a primary method of instruction and evaluation. These courses utilize various modes including multiple drafts, peer editing, free-writing, and journal assignments.

Distributive Component – 22 to 24 credits

Arts and Literature (6 credits)

Natural Science (7-9 credits)

Developmental Psychology (3 credits)

Social Sciences (6 credits)

Integrative Component – 3 credits

The Integrative Component serves as a “capstone” for the core curriculum, helps to assure abilities in multiple disciplinary contexts on a wide range of value levels, and is a unique feature of the

Lewis-Clark State College General Education Core. Students are required to earn three credits in an Ethics Seminar or Values Seminar. These upper division seminars are offered by the divisions of Humanities, Natural Sciences, and Social Sciences and deal with value and ethical questions about a single, broad, contemporary issue, i.e. Ethics and Technology, Art and Censorship, Human Rights and Applied Ethics, International Terrorism and Political Violence.

4. What are your “core” education requirements (including practice) for (all) teacher education majors?

All teacher candidates are required to complete the following “core” education requirements:

	Credits
Principles of Education/Field Experience (ED 214)	3
Health Science (HLTH 215), or as an option for secondary, Fitness and Wellness (HLTH 272)	3
Culture and Education (ANTH 311)	3
Assessment of Learning (ED/PSYC 318)	3
Inclusion Strategies (SE 322)	3
Educational Psychology (ED 321)	3

Elementary teacher candidates are also required to complete the following “core” education requirements:

Integrated Science 1 (NS 171)	
• aligned w/K-8 standards for chemistry and physics	3
Integrated Science 2 (NS 172)	
• aligned w/K-8 standards for earth science and biology	3
Math for Elementary Teachers (MATH 135)	
• aligned w/ K-8 math standards	3
Math for Elementary Teachers (MATH 235)	
• aligned w/K-8 math standards	3
Children’s Literature & Storytelling (RE 217)	3
• includes comprehension components of literacy	3
Physical Education for Teachers K-8 (ED/KIN 316)	
• aligned w/K-8 standards for PE	3

5. What are the requirements specifically for elementary education majors beyond the education core?

Phase II

Understanding Literacy Processes (RE/SE 320)	3
Field Experience in Education I - 45 hours (RE/SE 319)	1
Phonemic Awareness/Phonics (RE 401)	1
Professional Strategies for Teaching K-8 (ED 323)	6
Assessment of Literacy Development (RE/SE 324)	3
Field Experience in Education II - 45 hours (RE/SE 325)	1

Phase III

Professional Internship, K-8, I (ED 426)	14
Professional Seminar: Issues in Education I (ED 427)	1
Adaptive Teaching, K-8, I (SE 428)	1
Professional Internship, K-8, II (ED 429)	14
Professional Seminar: Issues in Education II (ED 430)	1
Adaptive Teaching, K-8, II (SE 431)	1

6. What are the pedagogical requirements specifically for secondary majors, beyond the education core?

Reading in the Content Areas (RE 422)	3
Adaptive Teaching 6-12 (SE 407)	2
Content Area Teaching Methods 6-12 (ED 456)	2
Professional Strategies for Teaching 6-12 (ED 453)	3
Media and Tech for Teaching 6-12 (ED 454)	3
Prof Internship/Ed I 6-12 (ED 458)	3
Prof Internship/Ed II 6-12 (ED 460)	12
Prof Sem: Issues/Educ I (ED 427)	1
Prof Sem: Issues/Educ II (ED 430)	1

7. What are the discipline requirements for secondary teaching majors (generic)?

Students must meet requirements for academic majors in their teaching fields and satisfy Idaho State Department of Education subject area endorsement requirements for certification. In addition, candidates must meet or exceed the qualifying scores on Praxis tests in all teaching fields for which they wish to be certified.

8. What are the culminating practicum requirements for education students?

The culminating practicum requirement is the Internship which is a two-semester sequence of integrated course work and field experience. All of our candidates complete a year-long internship. During the course of the two semesters, the candidate engages in field-based opportunities to apply the knowledge, skills, and dispositions developed in course work. The internship provides the teacher candidate with mentored experiences in all areas of teacher performance.

During the internship, candidates are expected to fulfill additional responsibilities both on campus and at their assigned school site. Interns complete course assignments as well as duties assigned at their school. They perform professionally according to public school policies and procedures. Failure to successfully progress through the internship results in an extended internship, inability to continue with Internship II, or withdrawal from the Teacher Education Program.

9. What are additional planned changes in your teacher education program?

We are incorporating state mandated tests and assessments required by "No Child Left Behind" and Title II legislation. We are in the process of drafting a standard on "cultural responsiveness" which we will add to our program standards.

10. Are there additional features about your teacher education program you would like to share?

Important features of the internship year:

- All interns are assigned to a school where they work with a cadre of on-site teacher educators and specialists. During Intern I, candidates follow the college calendar; during Intern II, the candidates follow the K-12 school calendar.
- All interns are supervised by college faculty during their practica experiences and during their internship year. Each faculty member mentors six interns per year; faculty mentors visit students at least once a week during the last half of their internship experience.

Current program initiatives:

- To expand access to our teacher education programs, particularly in rural areas, by offering teacher certification programs via distance learning technologies.
- To assess the quality of our distance learning technologies teacher certification programs.
- To identify meaningful ways that interns can demonstrate their impact on K-12 student learning.

Section IV. Certification.

I certify that, to the best of my knowledge, the information in this report is accurate and complete and conforms to the definitions and instructions used in the *Reference and Reporting Guide for Preparing State and Institutional Reports on the Quality of Teacher Preparation*.

_____ (Signature)

Dr. Jannette R. Hill Name of responsible institutional representative
for teacher preparation program

Chair, Education Division Title

Certification of review of submission:

_____ (Signature)

Dr. J. Anthony Fernandez Name of President/Chief Executive (or designee)

Provost Title